

Art - Autumn

Skills and Knowledge

To use sketchbooks to record ideas.

To explore ideas from first-hand observations.

To use different materials to draw, e.g. pastels, chalk, felt tips.

To show an awareness of space when drawing.

To mix colours effectively using the correct language, e.g.

To learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.

To use more than one colour to layer in a print.

To replicate patterns from observations.

To make printing blocks.

To make repeated patterns with precision.

To reflect upon their work inspired by a famous notable artist and the development of their art skills.

To express an opinion on the work of famous, notable artists and refer to techniques and effect.

To use inspiration from famous artists to replicate a piece of work.

Vocabulary

print, collage, sculpt, sketch, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers, portrait, light, dark, tone, shadow, line, form, shape, tone, outline, William Morris.

French – Greetings and Numbers

Skills and Knowledge

To recognise and say numbers 0-6

To know how to say hello (bonjour / salut).

To understand classroom instructions

Vocabulary

Bonjour, au revoir, Écoutez, Regardez, Taisez-vous, Croisez les bras, Asseyez-vous, Levez-vous, Asseyez-vous correctement, Levez le doigt, zero, un, deux, trois, quatre, cinq, six.

History – The Stone Age to the Iron Age

Skills and Knowledge

To consider different ways of checking the accuracy of interpretations of the past.

To start to understand the difference between primary and secondary evidence and the impact of this on reliability.

To know that people in the past represent events or ideas in a way that may be to persuade others.

To begin to evaluate the usefulness of different sources.

To use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.

To order an increasing number of significant events, movements and dates on a timeline using dates accurately.

To understand and describe in some detail the main changes to an aspect in a period in history.

To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

To present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.

Vocabulary

Mesolithic, Palaeolithic, Neolithic, prehistoric.

Blue Class

Autumn 1

Example visits:
British Museum



PSHE – Health and Wellbeing.

Skills and Knowledge

Healthy lifestyles

To understand what makes up a balanced diet.

To know the opportunities, they have to make their own choices about food and what influences these choices.

To learn what is meant by a habit and how habits can be hard to change.

Growing and changing

To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

Vocabulary

Physical, mental, emotional, wellbeing, lifestyle, diet, balanced, aspirations, habit

Music - Let Your Spirit Fly

Skills and Knowledge

Listening and appraising.

Finding the pulse.

Identifying instruments and voices by listening.

Playing an instrument using FGC.

Improvising using CD.

Composing using CDE.

Performing and evaluating.

Understanding the musical features of R&B, Western Classical, Musicals, Motown, Soul. Know that rhythm is different to pulse.

Understanding a selection of instruments and voices.

Knowing the value of minims and rests.

Vocabulary

Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody.

Science – Forces and Magnets

Skills and Knowledge

To be able to set up a simple fair-test. To be able to record findings in a bar chart. To be able to identify changes related to scientific ideas.

To be able to use results to draw simple conclusions.

To be able to provide an oral explanation of findings.

To be able to make systematic and careful observations.

To compare how things, move on different surfaces.

To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.

To observe how magnets, attract or repel each other and attract some materials and not others.

To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

To describe magnets as having 2 poles.

To predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

Vocabulary

Magnets – bar and horseshoe, Attract, repel, North and south poles
Magnetic, Magnetic field

Computing – Answer me this.

Skills and knowledge

Using algorithms to ask a question and take input from a user.

Use input to display a specified output.

Use randomisation to create simple maths questions.

Using if statements to check input from user is correct to the sum asked.

Vocabulary

algorithm, if, else, sensing, input, output,

R.E. - Symbols in major religions

Skills and Knowledge

To identify the main symbols of the world religions and what they represent

To identify the symbols used in Christian art and what they tell us about Christian beliefs

To talk about how symbols help us in our daily lives

To explore their own responses to a variety of religious symbols

Vocabulary

Worship, celebration, mandir, images, om, lotus flower, Divali (Deepavali), rituals, Holi.

PE - Football and Gymnastics

Skills and Knowledge

Children learn how to outwit their opponents and score when playing invasion games.

They develop skills in finding space and using space to keep the ball.

They play with the same basic court set up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.

Children focus on improving the quality of their movement, e.g. by stretching fingers and pointing toes to help them improve tension and extension.

They plan and perform sequences of contrasting actions and develop flow by linking actions smoothly and planning variations in speed.

Vocabulary

attack, defend, technique, posture, balance